This TECEP® assesses material covered in a one-semester course in the psychology of women. It focuses on developmental and topical approaches to important facets of women’s lives. Topics include general concepts and research methods, stereotypes, the life cycle, gender, work, love relationships, health and aging. (3 s.h.)

- **Test format:** 60 multiple choice questions (1 point each), 4 essay questions (10 points each)
- **Passing score:** 65% (65/100 points). Your grade will be reported as CR (credit) or NC (no credit).
- **Time limit:** 2 hours

**Topics on the test and their approximate distribution**

Below are the topics covered by this exam. The percentages indicate how much of the test is made up of questions on that topic.

1. **PSYCHOLOGY OF WOMEN AS A DISCIPLINE, RESEARCH PARADIGMS, ISSUES** (10%)
   - 1.1 Sex and gender, social biases, gender biases
   - 1.2 History of psychology of women, psychological research methods, gendered research
   - 1.3 Definition of liberal, cultural, radical feminism
   - 1.4 Ethnicity as it relates to women’s lives

2. **GENDER DEVELOPMENT ACROSS THE LIFESPAN** (15%)
   - 2.1 Prenatal sex development
   - 2.2 People’s responses to infant girls and boys
   - 2.3 Gender typing and children’s knowledge about gender
   - 2.4 Puberty, identity and interpersonal relationships during adolescence and young adulthood
   - 2.5 Education and career planning

3. **INFLUENCES ON GENDER ROLES, NORMS, STEREOTYPING, ORIENTATION AND DEVELOPMENT** (15%)
   - 3.1 Gender differences in cognitive abilities
   - 3.2 Attributes of success and self-esteem
   - 3.3 Communication patterns, helping and caring behavior, aggression and power
   - 3.4 Sexual orientation, intersex and transgender persons
   - 3.5 Gender and race stereotypes in Western and other cultures
   - 3.6 Androgyny

4. **THE CONTENT OF WOMEN’S LIVES** (30%)
   - 4.1 Women and work
   - 4.2 Discrimination and harassment
   - 4.3 Love relationships, marriage, divorce
   - 4.4 Pregnancy and motherhood
   - 4.5 Traditional marriage, egalitarian marriage, issues in these marriages
   - 4.6 Marriage and partnership between two women
   - 4.7 Women and aging and issues of older women

5. **WOMEN’S PHYSICAL AND PSYCHOLOGICAL HEALTH AND SAFETY** (15%)
   - 5.1 Women in sports
   - 5.2 PMS as a cultural concept of distress
   - 5.3 Reproductive health, hormone replacement therapy
   - 5.4 Depression and therapy

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5.5 Substance abuse, addictions
5.6 Eating disorders
5.7 Sexual assault and rape
5.8 Cycle of abuse
5.9 Pornography

6.   **INCLUSIVE PSYCHOLOGY OF WOMEN**  (15%)

6.1 Women of color and the feminist movement
6.2 The men’s movement
6.3 The women’s movement worldwide
6.4 Gender role transcendence

**Outcomes assessed on the test**

- Explain how and when the discipline of the psychology of women was founded.
- Identify the main research paradigms in the field.
- Describe issues in gender development across the lifespan.
- Elaborate on gender differences and similarities in cognitive abilities, achievement motivation, communication patterns, aggression, and power.
- Articulate the issues concerning women and work, love relationships, and aging.
- Discuss the major issues regarding women’s physical and psychological health and safety.
- Demonstrate knowledge of the global issues related to the psychology of women.

**Study resources to help you prepare**

Various college-level textbooks in this subject can prepare you for this TECEP. If you choose another text, compare its table of contents to the topic outline to make sure all topics are covered.


**Other helpful resources**


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Sample questions

**Multiple choice**

1. Which of the following statements describes an important bias in the research on achievement motivation?
   a. Almost all of the researchers are male.
   b. The studies typically measure achievement in traditionally masculine areas.
   c. The operational definition of the term motivation is not well-defined.
   d. The current research seldom includes many women participants.

2. What are the children in Miss Laura’s kindergarten class likely to believe about occupations?
   a. Women can be anything they want to be.
   b. There is no relationship between gender and occupation.
   c. Women have jobs with the most prestige.
   d. Teachers are women.

3. Sex role stereotypes are based on
   a. culture-bound beliefs about females and males
   b. psychological differences between males and females
   c. biological restrictions on females and males
   d. the legal status of women

4. Research about reactions to divorce reveals that
   a. divorce is not particularly stressful for many women
   b. men are much more likely than women to be angry about a divorce
   c. some women find that a divorce helps them recognize their own strength
   d. women typically report that, once the decision is made, they adjust to divorce

5. What is the medical term for the start of menstruation?
   a. Menarche
   b. Menopause
   c. Menyanthes
   d. Amenorrhea

6. A person who says, “I studied hard and therefore did well on the test,” is high in
   a. fear of success
   b. fear of failure
   c. attributions of success
   d. attributions of failure

7. Deliberate or repeated comments, gestures, or physical contacts of a sexual nature that are unwanted by the recipient are known as sexual
   a. innuendo
   b. harassment
   c. discrimination
   d. impediments

8. Jess and Ernie are married. Ernie has a job, but Jess doesn’t work outside the home. Ernie makes all the major decisions and controls the money. This couple has a ________ marriage.
   a. bipartisan
   b. modern
   c. traditional
   d. peer
9. Which of the following is an example of heterosexist thinking in research on love relationships?
   a. Interviewing husbands but not wives for a study of perceptions of marriage
   b. Interviewing women for a study and assuming that none are lesbian or bisexual
   c. Assuming that all couples who are interviewed for a study are sexually active
   d. Assuming that all people who are interviewed for a study are in a relationship

10. Most batterers are men who were raised in families where
    a. violence was common and their mothers were abused
    b. violence was common but their mothers were not abused
    c. violence was common but their mothers were respected except during a violent episode
    d. there was some violence and their mothers were not respected

11. Which of the following is true about the women’s movement throughout the world?
    a. France was the first country in the world to allow women to vote.
    b. All of the countries in which women have been the heads of state are in Europe.
    c. Women throughout Africa share a similar set of concerns about their life situations, regardless of their specific nation.
    d. Women in developing nations are likely to have a different set of concerns from women living in developed nations.

12. When the youngest child leaves home, his or her mother is most likely to
    a. experience less marital satisfaction than when her children lived at home
    b. become depressed and stay depressed
    c. feel the same as before her children left home
    d. feel as happy or happier than when her children lived at home

Essay:

13. Define and compare liberal feminism, cultural feminism, radical feminism, and women-of-color feminism.

Your essay answers should be at least 2 paragraphs long and will be graded on the following basis.

- Your response must demonstrate accurate factual knowledge of the concepts. (5 points)
- You must support your answer with considerable depth and detail which may include examples/evidence/discussion. (5 points)

Answers to sample questions


13. When discussing feminism, there is not just one way to view it. There are different theoretical perspectives.

Liberal feminism concerns itself with the goal of gender equality. Women and men should have the same opportunities and rights and the way to achieve this is by passing laws that guarantee equal rights. Liberal feminism de-emphasizes biological differences and believes that when opportunities are equal, gender differences will be small.

Cultural feminism emphasizes qualities considered more characteristic of women, such as nurturing and caretaking. Gender differences are real but seen as strengths, not weaknesses. Cultural feminism believes that we should actively foster peace, caring, and cooperation. Gender differences of women are valued, unlike the emphasis of liberal feminism on gender similarities.
Radical feminism believes that sexism is so ingrained in society that it cannot be eliminated by changing laws. Society will have to change its basic beliefs about women and dramatically change its structures so that sexism does not permeate how we think. Radical feminists advocate redesigning society in basic ways.

Women-of-color feminism believes that we must give considerable attention to questions of race, ethnicity and social class and not overemphasize gender. We cannot simply make the changes suggested by the other feminist perspectives. We must understand the unique life circumstances of each woman so we can see her life from her own perspective. Only then can we respond in a sensitive and responsible way.